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THE CORRELATION BETWEEN ENGLISH FOREIGN LANGUAGE LEARNER'S SELF-ESTEEM AND THEIR SPEAKING SKILLS:

A Critical Review of three Academic Articles

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD Master in English Language and Communication

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Declaration

We GHAOUATSABRINE, DILMI KATAR ENNADA and ABDELMOUMENE MOUAD declare that the substance of this dissertation is the result of our investigation due reference of acknowledgment is made when necessary to the whole of other researchers. We declare that all the information that is not original to this work is cited in the bibliography section, and all the data that are original in this work have not been submitted elsewhere for any degree or qualification.

DEDICATIONS

We dedicate this work:

To our lovely families and friends,

To every gentle soul who has morally supported us

ACKNOWLEDGEMENTS

ABSTRACT

The current dissertation aims to investigate the relationship between self-esteem and EFL students' oral performance. The main concern of this research paper is to figure out whether self-esteem influences the students' speaking skill. Therefore, this research aims to critically evaluate and analyze three articles from two different contexts dealing with EFL students' speaking skills. Our study is mainly based on the thematic analysis of literature review method. The data were collected and analyzed using a qualitative analytic technique to answer research questions. We used the selected articles as a source of collecting data for this research in order to reveal the correlation between students 'self-esteem and their speaking competencies. Our study aims to look on how students' self-esteem can improve their oral performance and classroom involvement, as well as the role of teachers in encouraging students to talk and increasing their self-confidence to make them feel more secure. The findings of the articles found that if English language learners possess high self-esteem, they will have a better oral performance. The results obtained from the collected data showed, to a great extent, the positive relationship between the variables. As a result, the data analysis indicates the importance of self-esteem in the development of learners' oral performance and learning the speaking skill.

The Correlation between English Foreign Language Learners Self-esteem and Their Speaking Skill

Résumé

La thèse actuelle vise à étudier la relation entre l'estime de soi et la performance orale des étudiants EFL. La principale préoccupation de ce document de recherche est de déterminer si l'estime de soi influence la capacité d'expression orale des élèves. Par conséquent, cette recherche vise à évaluer et analyser de manière critique trois articles de deux contextes différents traitant des compétences orales des étudiants EFL. Notre étude est principalement basée sur l'analyse thématique de la méthode de revue de la littérature. Les données ont été recueillies et analysées à l'aide d'une technique d'analyse qualitative pour répondre aux questions de recherche. Nous avons utilisé les articles sélectionnés comme source de collecte de données pour cette recherche afin de révéler la corrélation entre l'estime de soi des étudiants et leurs compétences en expression orale. Notre étude vise à examiner comment l'estime de soi des élèves peut améliorer leurs performances orales et leur implication en classe, ainsi que le rôle des enseignants pour encourager les élèves à parler et augmenter leur confiance en soi pour qu'ils se sentent plus en sécurité. Les résultats des articles ont révélé que si les apprenants de langue anglaise possèdent une haute estime de soi, ils auront une meilleure performance orale. Les résultats obtenus à partir des données collectées ont montré, dans une large mesure, la relation positive entre les variables. Par conséquent, l'analyse des données indique l'importance de l'estime de soi dans le développement de la performance orale des apprenants et dans l'apprentissage de l'expression orale.

ملخص

تهدف الأطروحة الحالية إلى التحقيق في العلاقة بين احترام الذات والأداء الشفهي لطلاب اللغة الإنجليزية كلغة أجنبية. يتمثل أحد الاهتمامات الرئيسية لهذه الورقة البحثية في معرفة ما إذا كان تقدير الذات يؤثر على مهارة التحدث لدى الطلاب. لذلك ، يهدف هذا البحث إلى تقييم وتحليل نقدي لثلاث مقالات من سياقين مختلفين يتعاملان مع مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. تعتمد دراستنا بشكل أساسي على التحليل الموضوعي لطريقة مراجعة الدراسات السابقة. تم جمع البيانات وتحليلها باستخدام تقنية التحليل النوعي للإجابة على أسئلة البحث. استخدمنا مقالات مختارة كمصدر للبيانات لهذا البحث من أجل الكشف عن العلاقة بين احترام الذات لدى الطلاب وكفاءاتهم في التحدث. تبحث دراستنا في كيف يمكن لتقدير الذات أن يحسن من أداء الطالب الشفهي ومشاركته في الفصل وكذلك دور المعلمين في تشجيع الطلاب على التحدث وبناء ثقتهم بأنفسهم من أجل جعلهم يشعرون بمزيد من الأمان. وجدت نتائج المقالات أنه إذا كان متعلمي اللغة الإنجليزية يتمتعون بتقدير أعلى لذاتهم ، فسيكون لديهم أداء شفهي أفضل. أظهرت النتائج التي تم الحصول عليها من البيانات التي تم جمعها ، إلى حد كبير ، العلاقة الإيجابية بين المتغيرات.   نتيجة لذلك ، يشير تحليل البيانات إلى أهمية احترام الذات في تطوير الأداء الشفهي للمتعلمين وتعلم مهارة التحدث.

List of Acronyms and Abbreviations

VII

ICT: Information and communication technology

EFL: English as a foreign language

L1: First language

L2: Second language

SLA: Second language acquisition

TL: Target language

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CHAPTER THREE

Chapter One: Introduction

In our modern globalized world, Speaking has become a critical talent that educational systems have to focus on because communication is such a crucial part of the language learning process; students are expected to communicate well. In the classroom, speaking skill has always been an element of the curriculum. Furthermore, students use language to successfully communicate their ideas and collaborate with each other. Moreover, speaking a foreign language confidently is the only way for foreign language students to incorporate into a course and genuinely master the language. Students will be able to communicate more simply and effectively if their English speaking skills improve. As a result, speaking ability has always been a difficult challenge for students to master. Even while learning English can be difficult and time-consuming, it is still extremely beneficial. Learning this language, a person will broaden his mind, help him to develop emotional skills and improve the quality of life by providing job opportunities. As far as the theoretical part of this dissertation is concerned, the first chapter intends to discuss issues related to self-esteem and the speaking skill. Second chapter is devoted for the research methodology that is mainly based on qualitative analytic technique. Whereas, the third chapter represents an empirical study which highlights The Correlation between English Foreign Language Learners Self-esteem and Their Speaking Skill through the selected articles in terms of their methodology. Then, a general conclusion is presented in addition to some future research recommendations.

1. Background

Since there are so many languages in the world, learners who choose to learn a new language or a foreign language will be involved in the process of formulating language abilities for effective communication. The process follows the same pattern as learning our native tongue. It begins

with listening that is followed by speaking, reading, and finally writing. Language skill is divided into two categories: language input and language output. Listening and reading are language input skills, whereas speaking and writing are language output skills.

Speaking is one of the four skills we use to communicate and comprehend one another in our daily lives. Speaking is also vital for communicating since it is an interactive process of generating meaning that includes data production, reception, and processing.

Speaking is one of the most important skills among the language skills. "Speakers" of English (Ur, 1996.p 5) are the ones who learned the language and started using it. In learning settings, many students find it difficult to express themselves orally. They are generally facing problems and struggling with using the foreign language to express their thoughts effectively. Bueno, Madrid, & Mclaren (2006) said that speaking is difficult; as students claim that they have spent years studying English yet are still unable to speak it correctly and clearly. These are the speaking issues that cause someone to perform poorly when speaking (Riadil 2019) Those students tend to suffer from linguistic problems like vocabulary, grammar, and pronunciation. These problems will affect negatively their speaking ability. Other influencing speaking problems students might face are psychological ones. There are several psychological factors that affect the English as a foreign language students' ability to speak it fluently. Among them there are anxiety, nervousness, fear of speaking, and lack of self-confidence and-esteem.

Our study is interested in the so called the self-esteem factor and its effect on learning the speaking skill. So, the purpose of this study is to find out the significant correlation between students' self-esteem and speaking achievement. In addition, it aims at exploring the importance and the influence of self-esteem in the process of learning English as foreign language. For that, the following questions are raised

2. Statement of the Problem

Based on the previous background, the researcher formulated the problem as follows: whether self-esteem influences the English foreign language learners' speaking skill?

3. Rationale of the Study

English has asserted itself as a global language. Since language is a tool for communication, it is important to assist students in learning English as a foreign language and using it effectively. Thus, our study helps to facilitate this step and eliminate any obstacles that hinder oral performance because without speech we cannot communicate with each other. Additionally, assist EFL learners in developing confidence in their talents and increasing their self-confidence so that they can think positively and go too far in their foreign language studies.

4. Aim of the Study

The current dissertation aims to investigate the relationship between self-esteem and students' oral performance. The main concern of this research paper is to figure out whether self-esteem influences the students' speaking skill. Therefore, this research aims to critically evaluate and analyze the three articles from two different contexts dealing with EFL students' speaking skills.

5. Research Questions

The following questions came out of the study to see if:

There is a significant relationship between the speaking skill and self-esteem?

If so, how does self-esteem influence the learners' speaking productivity?

What makes EFL students perform better in speaking?

How can teachers" attitudes affect students" self-esteem in the classroom?

6. Hypothesis (ses)

The following hypotheses are made in response to these questions:

There is a link between speaking ability and self-esteem, when English learners trust themselves and believe in their own abilities, they will be more successful speakers and their performance will improve.

Learners with strong self-esteem perform better than learners with low self-esteem in oral sessions.

The attitude of the teacher has a significant impact on the kids' self-esteem.

8. Research Methodology and Tools

Our study is mainly based on the thematic analysis of literature review method. The data were collected and analyzed using a qualitative analytic technique to answer research questions. The present work employs Wenni Wulandari Gustaman(2015), Joni Gunawan(2017)& Gholam-Ali Kalanzadeh, Farshad Mahnegar, Esmaeil Hassannejad, Morteza Bakhtiarvand'(2013) articles as sources of information for this research in order to reveal the correlation between English Foreign Language learners Self-esteem and their speaking skill through the selected articles in terms of their methodology plus to a questionnaire .

9. Structure of the research

The present work consists of a general introduction, three chapters, and a general conclusion. In the general introduction, a background of the study is developed and clarified in relation to the investigated topic. The first chapter is devoted to emphasize the conceptual background of the study. This will be through a general review about the concept of speaking skill of English as a foreign language. Firstly, it suggests some definitions to speaking and it tackles its importance on

the process of learning foreign language. Besides this, it deals with the characteristics of Successful Speaking skills and mentions some points that can help in building and developing it and its levels. Moreover, it gives a general idea about the self-esteem and its importance in the EFL classroom. Finally it w highlights the relation between students' self-esteem and the speaking competencies. The second chapter is devoted for the research methodology that is mainly based on qualitative analytic technique. Whereas the third chapter represents an empirical study and a systematic foundation to critically evaluates and analyses the selected articles in terms of their methodology. Then, a general conclusion is presented in addition to some future research suggestions and some recommendations

Chapter Two: Literature Review

Producing, receiving, and digesting information are all aspects of speaking's interactive process of generating meaning. In recent decades, English has been referred to be the "Global Language." English became a dominating language as a result of its widespread distribution. EFL educators' primary issue is the necessity for appropriate tactics and exercises to reinforce EFL learners' speaking skills. Many EFL teachers find it difficult to improve their students' speaking skills. Teachers respond to this demand by employing a variety of tactics and activities.

2.1 Definition of speaking skills

In order to communicate successfully, one of the most crucial talents to learn and improve is speaking. One of the most difficult components of language learning is speaking ability. Many language learners have difficulty expressing themselves verbally. They frequently have difficulty adequately expressing themselves in a foreign language. They stop talking because they are experiencing psychological difficulties or are unable to find the appropriate words and expressions. In today's age, it requires a good knowledge of spoken English. We cannot deny or ignore the fact that English is the most widely used language worldwide. It is stated by Hammond (2012) that English is a language which has the most users in the world after Mandarin language. Presently, English has become the leading language in business, education, science, literature, politics and government and many other fields. In general, speaking is a productive skill which means that you are able to use language in order to communicate effectively with

others.

Speaking is considered as one of the crucial skills to be acquired and improved as a way of effective communication. Therefore, speaking skill is one of the most difficult aspects of language learning, this is why many language students find it difficult to express themselves in spoken language. Davies & Pearse (2000) mentioned that the main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication.

According to Nunan (1991.23) "speaking is the way to express oneself in the situation, the activity to report acts or situations in precise words, or the ability to converse or to express a sequence of ideas fluently."

Cole et al. (2007) stated, "Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said" (p.12). EFL students begin to communicate up for new data, interrupt for clarifying, and express an opinion in order to exchange ideas. As a result, speaking serves a variety of purposes that aid in the learning process. In the same context they added, "Talk is the first form of language most of us learn, but we are probably unaware of how we learn it or the level and types of skills we possess" (p.07)

Another definition suggested by Chaney (1998, p. 13 as cited in Kayi, 2006) is as follows: speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts."

Bygate [1987] argues: that "Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the

message clearly delivered and very understood by the listeners.

2.1 The Elements of Speaking

The speaking ability is used to put linguistics knowledge into practice. It is also the ability to convey our ideas, feelings, emotions, and needs vocally functions.

According to Richard and Rogers (2001), there are many components of speaking competence that are commonly recognized as key aspects that teachers and students need to acquire in order to use and practice speaking. The six components of speaking are as follows:

2.1.1 Pronunciation

Imitation and repetition are ineffective for learning pronunciation. As a result, teachers should have a good standard of pronunciation so that students can imitate them in any teaching and learning process. However, we cannot expect our students to sound exactly like Americans or British citizens, so teachers should introduce activities that will allow for a lot of repetition. "It was very essential that Learner's pronunciation should be corrected before they are moving on to texts" (Howatt 1984: 172)

2.1.2 Vocabulary

According to many researchers, meaningful communication is the result of appropriate and adequate vocabulary development rather than only knowing grammar rules ((Cook, 2013). In general, there are two forms of vocabulary: active and passive vocabulary. Active vocabulary refers to words that students will need to know, whereas passive vocabulary refers to words that we want students to know but that they will not use.

2.1.3 Grammar

According to Francis (1958), grammar is the study of the organization of words into diverse combinations, which can reflect multiple layers of structure, such as phrases, sentences, and whole utterances. The way words are put together to form correct sentences is sometimes defined as grammar. The past tense, noun plurals, and objective comparisons are all examples of grammatical structures.

In most textbooks, grammar is introduced in one of two ways. The new grammar is either included into the conversation and narrative, or taught in the form of example sentences at the start of the session. Individual grammar points are isolated and practiced after the pupils have examined this initial presentation. The teacher either drills the language into the students or presents the subject through examples and exercises that are meaningful.

2.1.4 Accuracy and Fluency

It is now obvious that accuracy and fluency are crucial goals in CLT. While fluency is a primary goal in many communicative language classes, accuracy is attained to some extent by allowing students to concentrate on phonology, grammar, and discourse in their spoken output. Allowing the stream of speech to flow is probably the greatest way to attain fluency; then, as some of the speech spills over beyond comprehensibility, the 'riverbanks' of instruction on phonology, grammar, or discourse can channel the speech on a more purposeful course.

2.1.5 Comprehension

Comprehension is an exercise that aims to improve or test one's comprehension of a language, whether it is written or spoken Hornby (1984). Furthermore, it is defined as

the ability to fully comprehend and be conscious of fully comprehending everything the speaker says or the themes that are covered during a discussion.Comprehension is one of several aspects which students should pay attention in order to improve their speaking abilities. Pronunciation, grammar, vocabulary, and fluency are all important too for learners to sound more confident while speaking.
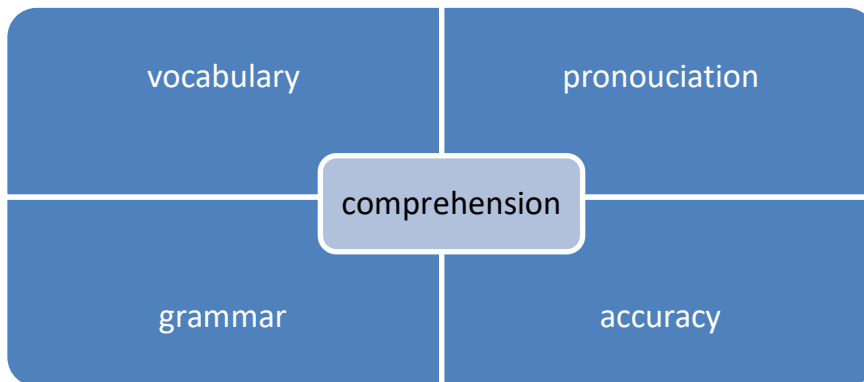
Figure01:The elements of speaking skills According to Richard and Rogers (2001)

3 -Types of Speaking

 Brown (2004) divided speaking into 5 types, we cited them as follows:

3.1 Imitative

Brown (2004, p. 141) said that "imitative is someone's ability to imitate a word or phrase or possibly a sentence". The ability to just imitate a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance. While this is a strictly phonetic level of oral output, the criteria performance may incorporate a number of prosodic, lexical, and grammatical features of language. We are simply concerned in what is commonly referred to as "pronunciation," and no conclusions are drawn about the test-takers' capacity to comprehend or express content, or to participate in an engaging conversation. Listening's only function is to store a prompt in the short term,

just long enough for the speaker to remember the short stretch of language that must be imitated.

3.1.2 Intensive

Short stretches of oral language designed to indicate competency in a restricted band of grammatical, phrasal, lexical, or phonological relationship are a second style of speaking that is widely used in assessment contexts (such as prosodic elements- intonation, stress, rhythm, juncture). In order to answer, the speaker must be aware of semantic qualities, although interaction with an interlocutor or test administrator is at best minimal

3.1.4 Responsive

Interaction and comprehension tests are included in responsive assessment activities, but they are bound to extremely short discussions, basic greetings and small talk, simple requests and comments, and the like.

3.1.5 Interactive

The duration and complexity of the engagement, which may encompass many exchanges and/or multiple participants, is the distinction between responsive and interactive speaking.

3.1.6 Extensive (monologue)

Speeches, oral presentations, and story-telling are examples of extensive oral production activities in which the opportunity for oral participation from listeners is either severely constrained (possibly to nonverbal answers) or completely eliminated. As it said

practice makes perfect for better results for learners.

4 - Characters of Successful Speaking

An effective speaker must be able to impart information while entertaining and engaging the audience at the same time. This is not as simple as it appears. When students decide to learn a language, they want to be able to communicate in it as fluently as possible. Successful speaking has the following characteristics:

4.1 - Students talk a lot.

Learners talk for as much of the time allotted to the exercise as possible.

4.1.2 Attendance is encouraged.

A minority of talk active participants does not dominate classroom debate. It means that every student in the class has the opportunity to speak and contribute.

4.1.3 The motivation level is high.

Every pupil is eager to speak in class. The capacity to carry on a conversation in the language is used to determine success in speaking.

5 -The Importance of Speaking

Brown and Yuke (1983) say, "Speaking is the skill that thestudents willbe judged upon most in real life situations". Communication is the key in today's global environment for achieving success in all fields. Language is regarded as a means of communication. Perfect communication is impossible without the usage of a language. Furthermore,

people cannot attain their ambitions, objectives, or goals unless they communicate effectively. As a result, there is a need for a language that can be used to communicate with people all over the world. Because English is considered an international language and is spoken all over the world, it may be used to communicate with individuals from all over the world in different regions, states, countries, and continents.

The current world demands that learners have communication skills, and English teachers must teach these skills to ELLs so that they can develop their speaking abilities and perform well in real-life situations.

6 -The effectiveness of speaking English

English has frequently been referred to as the "Global Language" in recent decades. English became a dominating language as a result of its widespread distribution, so the learning of English speaking skill is a preference for a lot of English as Foreign/Second Language (EFL/ESL) learners because speaking is the most important skill and it is one of the abilities that we need it to perform a conversation.

Speaking is a critical skill for students to develop in order to be effective communicators. Bygate (1987)states that it is the capacity to communicate oneself orally, coherently, fluently, and properly in a given meaningful context, employing perfect pronunciation, syntax, and vocabulary, as well as the pragmatic and discourse rules of the spoken language. Every skill seems to have its own set of materials and methods, but speaking is unlike any other. Because it gives EFL students more possibilities to improve and use the FL as a tool for specialized communication.

Speaking is widely regarded as the most important skill for someone to be considered competent in a foreign language. English is one of the most widely spoken languages on the world; it is recognized as an official language in many countries. When we say that someone knows a language, we usually mean that they can construct meaningful sentences in that language; in other words, they can communicate with that language. As a result, claiming that they know English frequently entails claiming that they can speak English as well. As a result, teaching a second or foreign language include the teaching of speaking abilities in some form. It's safe to assume that many people who begin learning a foreign language want to increase their productivity abilities, such as writing and speaking. These students evaluate their progress in the target language in terms of their ability to communicate fluently. (KÜRÜM, E. Y. 2016).

Learning English nowadays is a requirement for everyone. On the one hand, English has been given the honor of a worldwide language. People all over the world want to learn English for a variety of reasons, including the opportunity to study abroad, to be accepted into prominent employment, to play key roles in political or economic matters, and so on.

According to the above assertions, speaking appears to be an activity that involves the creation of sound in order to communicate information, thoughts, and feelings, and it is important for communication to be feasible. Speaking is the way to communicate and share ideas and messages orally. If we want to motivate students to use English, we should use the language in real communication and ask them to do the same process. Therefore, students of foreign languages have more opportunities to find jobs in different organizations and companies and this could help them to travel and build new

relationships.

7 - Developing English speaking skills for EFL students:

There are a number of factors that are related to speaking skills to be effective for English learners. It is both learners and teachers responsibility to master it. The importance of pronunciation, vocabulary, and collocations in improving fluency for EFL speakers is well recognized. Students' fluency when speaking improves significantly when they are exposed to a range of circumstances and are given frequent speaking exercises.

7.1 -Teacher's role:

Teachers are responsible for creating a welcoming environment in the classroom so that their students feel comfortable and may produce language without fear. They should encourage their students to participate in class by employing various approaches that allow them to enjoy their time while studying. Wallace, Stariha & Walberg (2004) stated, "Studentsimprove their formal speech when teachers provide insights on how to organize their ideafor presentation" (p.10). Teachers should employ techniques that encourage students to speak for themselves. As a result of their instruction, all students obtain adequate input.

7.1.2Learner's role:

Games, role play, and other activities can help you enhance your speaking skills. Evidence suggests that speaking should include group work activities (Oradee, 2012). Some sorts of speaking performance can help learners enhance their speaking skills

(Brown, 2007).

7.1.3 Imitation

Students should focus on certain vowel sounds and intonations, and then appropriately reproduce them. Meanwhile, students must practice an intonation contour or pinpoint a certain vowel sound.

7.1.4 Intensive

Any speaking performance, whether self-initiated or in pairs, is intended to practice some phonological or grammatical characteristics of language (Brown, 2007).

7.1.5 Extensive

In order to improve second language skills, learners should practice regularly. Learners should first broaden their general vocabulary before focusing on improving their domain vocabulary by listening to simple to complicated statements. Meanwhile, they might broaden their knowledge by reading short stories and remembering key sections of them (Chastain, 1988).

It can benefit you more if you read a book, tale, or magazine aloud. Your fluency will improve as well if you practice (Celce-Murica, 2001)

8 - Activities to improve speaking among EFL students

The emphasis on improving learners' ability to communicate in a foreign language has been expanding in recent years in foreign/second language teaching. As a result, numerous linguists and well-known methodologists such as Harmer that created a wide

range of exercises known as communicative activities, according to J. Scrivener (2005, p. 152) is "to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion."

8.1.1 Role play

According to Revell (1979), role play is: "an individual's spontaneous behavior reacting to others in a hypothetical situation." Role play is becoming more popular in management classes. This provides a positive atmosphere in the classroom, allowing good students to exercise their language skills while also encouraging students with lower proficiency levels to play and improve their language skills. In the EFL classroom, role play is a fun activity that encourages interaction. It encourages realistic dialogue and conversation. This game moves away from narrating a story and toward acting out a scene in which participants must improvise.

8.1.2 Games

Games, according to Hadfield (1987), are another sort of activity that is regarded a significant language program activity in an EFL classroom. "Activities in which individuals agree to follow a set of rules in order to achieve a desired state or end" is what a game is (Shirts, 1972, cited in Sharan and Sharan, 1976: 188). "Communication games are outwardly valuable for a number of communicative activities," says the author (Ibid. p. 272). They're made to make learning fun for pupils while also encouraging them to improve their fluency and accuracy.

8.1.3 Dialogue / group work

Dialogue is a type of communicative speaking activity in which students share their

views and ideas on various subjects. Dialogues are intended to be done in pairs or in groups. The teacher gives pupils a topic and helps them get started with the dialogue at first, but then he lets them manage the situation and say anything they believe or think without supervision.

8.1.4 Videos and audios

Learners get a really authentic learning experience with video. It might draw the learner's attention away from the teacher's voice for a while, allowing them to hear other speakers using the language in natural settings. Train students' ears to recognize distinct voices, accents, tones, pronunciation, and vocabulary when they view a video with someone else speaking the target language. As a result, practicing listening comprehension skills becomes a very rewarding experience for students.

8.1. 5 Story telling

Storytelling is a popular practice that can be used in EFL courses to help students improve their language proficiency. It is a great educational tool that combines both the art of storytelling and listening, in other words, speaking and listening skills. Storytelling is one type of intensive listening or live listening that gives good listening material, according to Harmer (2004: 231, cited in Khadeja Abd Al-Rahman Abo Skhela, 2010). Students can guess what will happen next, and they can be asked to comment on any point of the story. They can also improve their speaking skills by summarizing the story told by their teacher.

9 - Factor thatAffect Students' English Speaking Skills

Learning a second language is a time - consuming effort that affects your entire person as you seek to expand your mind beyond your mother tongue into a new language, culture, and way of thinking, feeling. To properly communicate in the second language, total dedication, total involvement, and total physical, intellectual, and emotional reactions are required.

Trying to speak needs a great deal of effort and focus. We can learn to speak our mother tongue simply by hearing and repeating. Diane Larsen-Freeman (2000: 43) said: "language learning is a process of habit formation. The more often something is repeated, the better habits and learn will be. Learning a foreign language is the same as the acquisition of the native language (Tamuna & Mustafa, 2016). The same natural approach can be used by the teacher. He can teach students some specific structures and have them to repeat it. This will help them overcome their speaking problems because Students may lack presentation skills as a result of psychological and linguistic variables, and this can substantially limit the capacity and motivation to develop any foreign language performance, causing negative impact on their carees.

9.1 Linguistic factors

Linguistic factors involve pronunciation, grammar, and vocabulary. Grammar is vital in understanding the structure of English, but implementing correct grammar use in one's speech is more important than studying correct grammar use

Lack of vocabulary, which is critical for students' ability to convey their thoughts. "Repetition and multiple exposure to vocabulary items are important. Students should be given items that will be likely to appear in many contexts" Hiebert and Kamil (2005p.07)they are the entire pieces that come together to form significant speeches. As it is said, English is a huge language that comprises varied words from all over the

world (Hiebert & Kamil, 2005)

9.2 Personal Factors

The second aspect has to do with personal problems. According to Krashen (1982), there have been far too many affective variables linked to second language learning, with motivation, emotions, self-confidence and anxiety being the main categories studied by numerous researchers. "Higher adolescent developing shyness corresponds to poorer self-esteem and more negative thoughts about one's body and general appearance" (Crozier 2000 p.80). Cooper (2009) mentioned, "Shyness isn't a choice, it's actually much closer to fear than anything else" (p.09). Shy students may end up losing a lot of great chances.

9.3 Cognitive factors

Levelt (1989) defines speaking processes as conception, formation, and articulation. Conceptualization refers to the information that can be used to express the meaning. The ability of the speaker to pick which relevant words to employ in appropriate grammatical frameworks is referred to as formulation. And articulation requires the speaker to articulate organs to utter the speech. It is difficult to focus on everything at the same time. Too much attention on accuracy may result in a lack of fluency, and too much emphasis on fluency may result in a lack of accuracy (Skehan & Foster, 1999).

9.4 Affective Factors

The third one is inhibition. The pressure to perform publicly among students in the sphere of education can lead to hesitation and anxiety among students. It is something internal in students that keep them from participating in discussions or expressing their

opinions because they are afraid of making mistakes. Inhibition is caused by a lack of self-confidence, anxiety, tension, and pressure in general. Mohseni and Ameri (2010) stated that "Teachers should help learners muster their ego strength to overcome Inhibition"(p.41). Even Palmer and cooper (2010) agrees that too much pressure can lead to anxiety and burnout (p.08)

Summary:

Finally this part is devoted to emphasize the conceptual background of the study. We have dealt with the concept of English speaking skill as a foreign language. Firstly, it suggests some definitions to speaking and it tackles its elements and types moreover to its importance on the process of learninga foreign language. Besides this, it deals with the characteristics of Successful Speaking skills and mentions some points that can help in building and developing it and its levels

Part two: self-esteem

Due to several affective factors, many EFL students may have difficulty speaking the foreign language. These elements have an impact on the learning process, and they can have a positive or negative impact. Affective filters are negative affective qualities like inhibition, worry, and a lack of self-confidence. This is said to be a challenge that EFL students experience during their learning process. Furthermore, a negative self-image might stymie the learning of a foreign language. It is typical for students to lose confidence before giving a speech, but too much lack of confidence can be harmful. As a result, self-assurance is the most appealing attribute a person may possess.

1 - Definition of Self-esteem

Coopersmith (1967) defines self-esteem as a personal judgment of worthiness that is expressed in the attitudes individuals hold about themselves. Personality development involves the growth of a person's concept of the self, acceptance of the self, and reflection of the self, as seen in the interaction between self and others.Self-esteem is considered as one of the most major personality factors that can effectively influence the speaking skill in learning EFL.

Coopersmith (1959, 1967) is the first one who introduced the notion of self-esteem to the learning theory perspective and began his empirical research in this field. He defines this construct as a subjective evaluation of a person's ability, importance, success, significance, and worthiness. Moreover, Self-esteem is the feeling of being happy with your own character and abilities. Schmidt (2010) outlined self-esteem as "a person's judgement of their own value or worth, supported a sense of 'efficacy', a way of interacting effectively with one's own environment" (p517). Also, Lawrence (2006) explicated that "self-esteem is an attitude towards oneself" (p67).

Self-esteem is one factor that triggers the students' achievement in speaking English. Wenas (2002) noted that self-esteem is a judgment towards self-worthiness shown in behavior. It shows that students are responsible and can consider their failures as experiences which might lead to a better life. In contrast, people with low self-esteem underestimate their abilities and what they have accomplished and feel unhappy with life. Also self-esteem deals with feelings. This means that individuals believe that they can do something if they feel that they have the needed ability. According to Brown

(1994) self-esteem may contribute to the oral achievement because this will help students to achieve their success in learning foreign languages if they feel confident and believe in themselves. In addition, it is an affective factor which students need for engaging and taking risks without hesitation. Confident students must trust their abilities and they have specific goals in order to be achieved without being afraid about the outcomes.

2 - Levels of Self-esteem

According to Brown (2000. p145-146), there are three levels of self-esteem which have been classified to capture its multi-dimensions. The three levels are explicated subsequently.

2.1. Global or General Self-esteem:

It is the global or prevailing assessment one makes of one's own worth over time and throughout different circumstances. It is said to be stable in grown up people except through wide treatment (Brown, 2000. 145).Also global self-esteem is a general evaluation that one makes of oneself over time and across a number of situations. It is fairly constant in mature adults, and is disobedient to change.

2.2. Specific Self-esteem:

Specific self-esteem refers to a person's self-esteem in specific life situations such as: social interaction, work, and education, defined traits like: Intelligence, communicative ability, athletic ability or personality traits like: gregariousness, empathy, and flexibility. Furthermore, the degree of specific self-esteem depends upon the situation or the trait in question. Specific self-esteem has a strong effect on school performance; moreover,

having a good specific self – esteem is needed for students to acquire second or foreign language.

2.3. Task Self-esteem:

It is related to particular tasks within specific situations which focus on one special area (Brown, 2000). For example: within the educational domain. Task self-esteem appropriately refers to one's self-evaluation of a particular aspect of the process, such as speaking, writing, a particular class in a second language, or even a special kind of classroom exercise (Brown, 2000), which means that it seems appropriate to be linked to oral performance in this investigation.

3- The types of Self-esteem

Rosenberg defined self-esteem as both a positive and negative attitude towards oneself. He said that someone with strong self-esteem is someone who respects himself and believes he is worthwhile. likewise, according to Pope Atel's research, a person with low self-esteem is one who avoids contact with others, rejects themselves, and has no pride in himself as a person (Dev and Qiqieh: 2016).

According to (Branden 1992), in his book The Power of Self-Esteem he categorized self-esteem as follows:

3.1. High Self-Esteem:

Larsen and Buss (2008: 473) affirm that Students with high self-esteem are more likely to be able to express feelings and emotions in a variety of situations. approach new situations with confidence and optimism, appear capable of positively influencing others' opinions or behaviors, communicate positive feelings about themselves, they are

responsible, keep situations (both positive and negative) in proper perspective, and have an internal sense of self. Students who have high self-esteem are more ambitious about the experiences of life including emotionally, creatively, and spiritually. In addition, he also said that students with high self- esteem understand themselves include accept the feedback from other people.

Fontana in Halima (2016) considers that, "children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover, they set themselves higher goals, are less deterred by failure and they have a more realistic view of their own abilities". Students with high self-esteem are more ambitious about all aspects of life, and they are creative .Furthermore, he stated that students with high self-esteem can better understand themselves better and they are open to critics and deal with mistakes comfortably. Additionally, they can give and receive expressions of feeling, appreciation and so on spontaneously. Students with high self-esteem always have better relationships with people and make better impression on others because they tend to be likeable and attractive. This helps them to accept changes in different life aspects and behave flexible in responding to situation and challenges without being worried.

 Confidence is most important characteristic of students with high self-esteem. These students are so confident and can speak in groups easily without being anxious or shy and they are not afraid of making mistakes. In fact that can really help them to improve their speaking skill (Salkind, 2008: 895).

3.2. Low Self-Esteem

Larsen and Buss (2008: 473) affirm thatstudents with low self – esteem feel awkward,

shy, and suspicious. This will let them become unable to express themselves confidently. Students seem to be worried about making mistakes and have difficulty in making decisions, exhibit low frustration tolerance, become easily defensive, and do not volunteer to do learning tasks.

Students with low self-esteem have lower aspirations and are less likely to succeed. Besides, they are always, pessimist, depressed, unhappy and show a greater degree of anxiety and aggression.

Students with low self-esteem feel worthless or inferior to others and they do not enjoy taking leadership roles or doing volunteer work.

Similarly, (Guindon 2002) identified some characteristics that best describe students with low self-esteem. Those characteristics include being withdrawn/shy, insecure, underachieving, has a negative attitude, unhappy, angry/hostile, unmotivated, depressed, dependent/follower, exhibit a poor self-image, non-risk-takers, lack of self-confidence, and demonstrate poor communication skills.

High Self - confidence	Low Self - confidence
Giving maximum effort	Lack of effort
A willingness to take chances	More likely to give up
A willingness to react positively to set - backs and learn from the situation	Playing safe
	Misdirected focus
High commitment to training	Tendency to attribute outcome of
Strong focus on the task at hand	events to factors that cannot be
Positive attitude and belief in own	controlled (eg luck, environmental
Skills and talent.	Conditions).

Table 01: Examples of the effects of high and low self-confidence on performance.

Suggested by (Hale, 2004, p.13)

4 -Factors that influence students' self-esteem

According to Branden (1994), the following elements impacted students'' self-esteem:

4.1. Teachers' attitude:

The teacher plays an important role in the life of students. So the teacher with high self-esteem will help his students develop their solving-problem strategies. Moreover, he will help them to build trust on themselves which based on their classroom control on understanding joint cooperation and involvement, caring and mutual respect. In fact that will enable students to study and grow in confidence while also allowing them to operate autonomously.

4.2. Expectations

Teachers who want students to give their best must convey what they expect, also, Students will feel loved, encouraged, and motivated if teachers know howtocommunicate.

4.3. Class environment

The teacher's treatment of students, as well as the treatment of other classmates, is one element that has an impact on students' self-esteem. When the teacher respects his students and make them believe that he trusts their capacities it will push them to believe in themselves and become more confident. This is what is called "the students'

dignity". In addition, justice in the classroom is really important because students are extremely sensitive about the issue of fairness. In addition to the self-appreciation that helps a student feel visible by offering appropriate feedback and encourage self-awareness.

The teacher needs to know that some students require a higher level of attention than others. Students that perform excellent work but are shy, quiet, and mute in class will require extra effort to bring out the child.

4.4. Understanding emotions

Teachers inadvertently educate their students to suppress their feelings and emotions, especially when they are upsetting to them. Emotionally distant and inhibited teachers are more likely to have emotionally distant and inhibited students.

4.5. Competence and Skills

Students arrive in any class with significant differences in ability. When the teacher is effective he/she will know that one can learn only by building on strengths, not by focus on weakness.

4.6. Cognitive individuality

Students learn in different ways and have different cognitive styles. This is why Developing teaching methods is safe to predict that something is going to be enormously important to the self-esteem of students to adopt their own cognitive style. Based on the explanation above, the researcher came to the conclusion that students' self-esteem is influenced by a variety of variables in addition to their own. The school

environment, teachers, and parents all have a significant impact on a student's self-esteem.

Lack of Self-Esteem

Self-esteem is a person's sense of self-image, and when it comes to language learning, tasks that aren't sure to succeed endanger people's self-esteem. Learners' perceptions of their abilities in a foreign language are closely linked to how they interact and see themselves in the language classroom. This self-evaluation is the consequence of continual comparisons between learners, friends, and others who evaluate them, such as teachers and classmates. Sometimes students might not want to participate in class in order to maintain their self-image and avoid making mistakes. As Allwright & Bailey argue "self-esteem is the way that individual feel about himself it is determined by how to evaluate abilities, reflects, feeling of being accepted and valued by others"

(1991, p 178)

A learner cannot have the confidence to speak in front of people or be able to complete assignments satisfactorily if he or she lacks self-esteem. This psychological element has a significant impact on EFL learners' success. Self-esteem is the belief in one's abilities to complete tasks successfully, or when a learner engages in activities with confidence and without fear of failure. Barksdale ''self-esteem, on a subtle often unconscious level ,is an emotion, how warm and loving you actually feel toward yourself, based on your individual sense of personal worth and importance''(1989, p 6) for him a person appreciated his individual abilities as being able to charge of his work. Coopersmith wrote: "By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or

disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self -esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself". (1967, p 45)

The Importance of Self-esteem in EFL classroom

Scientifically, the affective domain is difficult to define. When addressing the emotional side of human behavior in the second language learning process, a huge variety of variables are involved. Brown (2007, p. 153) defines affect as "emotion or feeling." The affective domain encompasses the emotional aspects of human conduct and can be contrasted with the cognitive domain. Brown goes on to say that the development of affective states or feelings is influenced by a number of personality variables, as well as feelings about ourselves and people with whom we interact. A theory of second language learning must take into account how student feel, respond, believe, and value information.

Self-esteem has been discovered to play a critical role in second language acquisition as one of the most essential factors in the human affective realm (SLA). Brown (2007, p. 154) posits that no successful cognitive or affective action can be carried out without some level of self-esteem, self-confidence, and self-efficacy — belief in one's own ability to do that activity successfully. Self-esteem has been defined in a variety of ways. But the following is the most well accepted definition given by Coppersmith (1967, pp. 4-5):

By self – esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or

disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short self – esteem is a personal judgment of worthiness that is expressed in attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

In the learning process, self-esteem is seen as an important emotional element. Learners' self-esteem can have a significant impact on their academic performance. Brown (2000:145) considers that self-esteem is probably the most pervasive aspect of human behavior. It's easy to argue that no good cognitive or affective action can be carried out without some level of self-esteem, self-confidence, knowledge of oneself, and belief in one's own talents. Furthermore, Dornyei emphasized that „"Self-esteem and self-confidence are like the foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them: you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to bloom as learners„". (2001, p.120). That is to say when a person has low levels of confidence and self-esteem flourishing in terms of learning and speaking abilities would be almost impossible even if the content in hand is rich because they are the groundwork for developing on so many levels. According to Larsen and Buss (2008: 480), it is important for people to enhance and protect their self-esteem because they believe that it is connected with all the good things in life. So teachers should focus more on developing students" self-esteem because it is very important.

Researchers argue that self-esteem is important for learning, and Abraham Maslow emphasizes the relevance of esteem in his hierarchy of human needs. He organized them from the lowest to the highest , distinguishing between "deficiency needs" and "growth

needs," the deficiency needs being divided into four categories: physiological needs (hunger, thirst, sleep...), safety needs (need for security, protection, stability...), belongingness and love needs (needs to belong to and be loved by family, friends, coworkers...), and esteem needs (needs for appreciation, status, and respect). "
"However, "growth needs" are still evolving and far from being met. As "growth needs." These requirements include cognitive (needs to understand...), aesthetic (needs to enjoy), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization. In addition,

Mruk says,'' Self-esteem is often mentioned in regard to various mental disorders, such as depression, anxiety, and learning problems.'' (2006, p 2). Everyone is capable and has a desire to move up the hierarchy toward a level of self-actualization.

5 - The correlation between students' self-esteem with their speaking competencies.

In context of learning speaking, self-esteem is one of the personal traits that has a robust impact. It can either help or hinder students' ability to develop good English speaking skills. Students who have high self-esteem will be confident to utter English sentences and words. They are more active and want to talk every time. On the other hand, students with poor self-esteem, will be less encouraged to talk and will improve their speaking skills more slowly since they are often reluctant to speak, timid, and self-conscious and not sure to say particular words in English.

There are several studies on self-esteem in speaking and oral communication has been conducted. The first is collaboration between Koosha, Ketabi, and Kassaian (2011). On undergraduate EFL students, they looked at the relationship between self-esteem, age, and gender in terms of speaking ability and they found that there was a substantial link

between self-esteem and speaking ability, as well as a reverse relationship between age and speaking ability, and no relationship between gender and speaking ability, according to the researchers.

Recently Navita (2016) performed a study to determine the link between teenage learners' self-esteem and their ability to communicate in English. According to Navita, there was a substantial and positive relationship between learners' self-esteem and their ability to communicate in English.

According to many researchers, students with low self-esteem only used non-linguistic means, appeal for help, and fillers or hesitation devices, whereas students with high self-esteem used six different communication strategies, including message abandonment, non-linguistic means, literal translation, code switching, appeal for help, and fillers or hesitation device.

Summary:

Finally, in this chapter we have tried to explain that speaking as a productive skill is such an important and difficult challenge in foreign language acquisition. Many English learners find difficulties in speaking and this for many reasons. Moreover we emphasized that self-esteem is one of the important affective factors which can help the progress of students' learning and we highlighted its influence on their speaking achievement.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter provides a brief presentation of the research methodology outline that will be applied to answer the research questions. It is divided into two parts. The first part provides a brief presentation of the research methodology outline that will be applied to answer the research questions. We have chosen three main articles. From the result and findings of these articles we are going to confirm our research questions. The second part is devoted to explain and discuss the results and fading extracted from the data collected. Furthermore, we are going to explain and analyze the data that we have collected via a suitable research instruments. In this chapter we aim to analyze the results and findings. The analysis is conducted in order to verify whether students' self-confidence affects their oral performance or not. The analysis is conducted in order to verify whether students' self-confidence affects their oral performance or not.

1. Part one: Research design

To achieve our goals, the nature of research is quite qualitative descriptive. However in some of the part we relied on the quantitative analysis adopted in the three articles. This research is designed to see to what extent students' self- confidence affects their oral performance. We opted to deal with three articles to obtain various points of view concerning our topic. Moreover, we intended to choose theses articles due to their inclusivity. The articles in which the researches were carried out were already based on others researches in order to confirm their hypothesis. In order to conduct this research a presentation of the corpus was needed. Afterward the three articles were read **intensively** in which the material has to be read carefully and thoroughly, to get specific details in order to become familiar with the conceptFollowed by an extraction of the important information (concept, idea, point of view, relationship between variables).

The results of the three articles were summarized and analyzed.

The most important information was drawn from the results that helped us to answer our research questions. At the end an analysis of the results of the three articles was provided in order to test our hypotheses in the light of the results obtained.

1.2 Instrumentation

The instrumentation used in the data collection process is three reliable articles.

2. Overview of the articles

The following part provides an overview of the articles that have been investigated.

2.1 Wenni Wulandari Gustaman's (2015) article

The current article was conducted in 2015. It intended to examine the correlation between students' self – esteem and their English speaking competencies at a Senior High School in Cimahi. It attempted to measure the level of self-esteem and their English speaking competencies. The researcher adopted the mixed method which involves classroom observation, questionnaire, a speaking test, and an interview. The study included 62 students from two classes; XI IPS 2 and XI IPS 3 from a Cimahi senior secondary school. The selection was based on the characteristics of the two courses; more than XI IPA classes are taught in active and less active classes and the amount of English hours per week in XI IPS. The two classes were expected to be representatives of population. The instruments were conducted for three days, on

September, 15th 2014 until September, 18th 2014. The results gained from measuring students' self-esteem classified students into two levels; high and low self-esteem. Thus students with high self-esteem have better speaking abilities.

2.2 Joni Gunawan' (2017) article

This research was published in 2017 by Joni Gunawan. The major aim of this study was to empirically investigate the possible correlation and the influence between students' self-esteem and speaking achievement. The sample was selected to study at the UIN Raden Fatah Palembang among EFL undergraduates studying English Education. The researcher adopted both a quantitative and qualitative method by using that test was performed to measure the performance of students. The five sub-skills of vocabulary, structure, pronunciation, fluency, and understanding were obtained through oral skills in Brown (2004).Participants were given an adult version of the Coopersmith self-esteem inventory (CSEI), which Ridden (1978) adapted to measure self-esteem with 58 items. The result showed that there was a significant correlation between students' self-esteem and speaking achievement.

2.3 Gholam-Ali Kalanzadeh, Farshad Mahnegar, Esmaeil Hassannejad & Morteza Bakhtiarvand(2013) article

This research paper has tackled the relationship between the EFL intermediate students self – esteem and their speaking skills. The article has been written by Gholam-Ali Kalanzadeh, Farshad Mahnegar, Esmaeil Hassannejad & Morteza Bakhtiarvand. The main objective of the work was to measure the level of students' self-esteem and their English speaking competencies. They used a mixed method. 38 undergraduate EFL

students studying for a B.A degree in teaching English as a foreign language at Azad University of Dezful, Iran were these participants of this research. were about to sit for the final exam of their required course of oral production of stories Participants with low and high self-esteem were chosen from two groups of university students. This was accomplished by their replies to a self-esteem questionnaire created by Lui et al. (2005).The researchers used a conventional oral proficiency exam based on the scales supplied by Farhadi et al. (1995) to evaluate the participants' speaking ability in the study conclusion. This was through measuring five sub skills of vocabulary, structure, pronunciation, fluency, and comprehensibility by analyzing the data gathered from the participants. So, the high self-esteem' students were shown to be more likely to participate in classroom dialogues and other spoken activities, such as the oral production of English stories Which was compared to another research in order to confirm the hypothesis.

3 - Analysis of the three articles:

3.1. Article A: Wenni Wulandari Gustaman's (2015) article:

- Research Questions:

The research questions are the most important part of an article. Creswell & Tashakkori, (2007) states that "Numerous scholars have reiterated the fact that research questions are shaped by the purpose of a study and in turn form the methods and the design of the investigation" In other words, research questions are the underlying foundation of the entire article; therefore, a good research must, undoubtedly, start with a good research question.

This research was a kind of correlational research designed which focused on knowing the correlation between students' self-esteem and their speaking skill. The researchers have identified the aim and the methodology of the study as well as the research problem in both abstract and introduction. The research problem was already clear enough just by reading the title. The problem can be investigated through the collection and analyses of data which made it researchable. The two mains questions that were to answer in this research are:

1. what level of self-esteem and English speaking competencies are students mostly at

2. What is the correlation between the students' self-esteem and their English speaking competencies?

3.2. Wenni Wulandari Gustaman's (2015) Research Design

In his article, the researcher incorporated an abstract that has offered a synopsis of the major points dealt with in the investigation. Following that, he has exhibited an introduction in which they have developed the background knowledge. They have started by defining English in general, then the importance of speaking and self-esteem effect on EFL students, in addition to the correlation between students' self-esteem and their English speaking competencies. Based on this, Wenni Wulandari Gustaman's (2015) has placed his study in perspective and supplied enough information for the reader to understand the research topic, the goal, study technique, and research problem. The mixed method that has been selected by the researcher is quite appropriate because the descriptive study involves collecting data in order to test the hypothesis and answer

the research questions (Gay, cited in Escalona, 2005). In addition, the interview aimed to inspect the correlation between students' self-esteem and their English speaking achievement and to determine the students' degree of self-esteem and compare their speaking abilities between students with high and low self-esteem. Results of the questionnaire have been quantified through using percentages to measure students' self-esteem and their English speaking achievement. In this type of research a mixed approach would have been more suitable. The research instruments were relevant to the research question since they have fulfilled the objective of the investigation. The sampling is fairly described explaining their grades, location, and number. The author did not use any ambiguous terms a fact that made the research paper understandable and intelligible.

Participants

This study employed sample rather than population. The participants in this study were 62 students from two classes; XI IPS 2 and XI IPS 3 at a Senior High School in Cimahi. The selection was based on the characteristics of the two classes; the active and less-active classes and the number of hours of English taught in XI IPS per week is more than XI IPA classes. The two classes were expected to be representatives of population.

In the data collection the researcher chose to use those four tools: classroom observation, questionnaire, speaking test, and interview.

Pandey & Pandey (2015) have claimed that an observation should be the most frequently utilized method of analysis. In this paper the researcher decided to observe the teacher's work and how she spontaneously asked the kids questions about their

everyday activities and the subject they were learning.

According to Johnson (1961), a questionnaire is a systematic set of questions that are presented to participants in an investigation with the goal of gathering data. Also A questionnaire should include a variety of questions related to the topic. (Al-Hattab, 2006; Aregu, 2013; Brown, 2000; Harmer, 1998; Liu, 2005; Rosenberg, 1995; Törnqvist, 2008). There were 20 questions to measure students' self-esteem while they are speaking in English. Questionnaires as a data collection instrument may be helpful for the research since they can be considered as a time preserving procedure tackling large sections of research. On the other side, in the interviews, they chose four students and asked them some questions. This type of method has enabled the researcher to conduct direct and deep investigation as well as to clarify some responses when needed. In the speaking test the researcher asks the student to perform role plays in pairs based on the context, the teacher gave them scores and the researcher record the students' performance. Thus we can consider this as a good method to measure the students' self-esteem and its impact on the EFL students.

3.3. FINDINGS AND RESULTS

Based on the data presented, and after the investigation about this study, the results of the research have been clearly stated affirming that there is a correlation between students' self-esteem and their speaking achievement. The analysis of the students' questionnaire reveals that the concept of self-esteem does really influence the students' oral performance. The participants' answers illustrate that those who have high levels of self-esteem show a better performance during the oral expression sessions. First, these answers have strengthened more the idea developed in the background information of

the present piece of research, mainly the impact of self-esteem on oral performance. Moreover, the set hypothesis concerning the impact of self-esteem on developing the learner's oral performance is in the right direction. Therefore, there is clearly enough evidence to state that if learners of English language trusted their own abilities and capacities and possessed high level of self-esteem, they would be more energetic and enthusiastic to perform better in the oral tasks.

4.1. Article B: Joni Gunawan UIN Raden Fatah Palembang (2017).

Research questions:

This research defines the meaning of self-esteem in general and how important it is in speaking English. We can clearly see that the researcher explained the purpose of his study from the beginning; he mentions in the abstract that the main purpose of the present study was to empirically investigate the possible correlation and the influence between students' self-esteem and speaking achievement. The way the problem was presented in the abstract is not really obvious and intelligible for the readers. Furthermore Joni Gunawan has adopted a speaking test in order to measure students' speaking achievement by using oral Proficiency categories from Brown (2004) students' speaking achievement. The type of research was more quantitative than qualitative method.

4.2. Research Design and methodology

The study design included an abstract that provided a quick description of the investigation's key points and elements, followed by a general introduction in which the

researcher expressed his interest in the issue and made assertions about it.

Furthermore, he has outlined the study's goal, methods, and background, as well as offering a description of self-esteem and its importance, to help readers comprehend the issue. The adopted method in this piece of research is quantitative. It relies mainly on Questionnaires and speaking test.

In this research, correlation research with the explanatory design was used to find out the correlation between variables and explain and interpret the appeared results which used mixed method, this correlation research provided a numerical estimate of two variables and determining what relationship exist between them.

Participants

The researcher has selected 89 students in the fifth semester among undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang. Joni Gunawan used a huge number of participants and that is mainly because of their research approach choice which requires a substantial amount of participants in order to gather enough data that would be comparable and reliable.

4.3. FINDINGS AND RESULTS

The outcomes of the research have been clearly expressed, indicating that there is a link between students' self-esteem and their speaking achievement, based on the data given and after the inquiry into this study. The tables that included the study findings were well-organized and easy to understand, and they were also detailed in the text. The researchers were detailed enough to support the study's objective while being relevant to the study's issue. The findings were obvious, suggesting that more effective

learners in oral communication activities had higher self-esteem than those who were less successful in conducting oral communication tasks, which means that there is a correlation between students' self-esteem and their speaking skills.

5.1. Article C: Gholam-Ali Kalanzadeh, Farshad Mahnegar, Esmaeil Hassannejad & Morteza Bakhtiarvand(2013) THE INFLUENCE OF EFL STUDENTS' SELF-ESTEEM ON THEIR SPEAKING SKILLS.

Research questions:

This study aimed to investigate the relationship between self – esteem and speaking skill of the intermediate EFL students. The researchers have presented the methodology directly and clearly in the abstract. Moreover, they have briefly exposed the aim of their study as well as the research problem, the abstract was very simple and well organized and in the introduction they highlighted the most important points, they tried to give a general idea about the topic and they mentioned the necessary question:

Is there a significant relationship between self-esteem and speaking skills of intermediate Iranian EFL students?

5.2. Research Design and methodology:

The research design of this article has been initiated with an abstract that have contributed to provide the reader with a general comprehension of the investigation, and an introduction in which the writer has presented a theoretical background. The researchers have also delivered the objective, approach, and a research question. The

instruments that have been employed to investigate the issue have consisted of speaking test and questionnaire which have been appropriate to the research question as it has been of a qualitative nature and has helped to reach the aims of the enquiry. In this regard, the researcher has clarified why they have utilized such tools by furnishing a rationale.

Participants

The participants of this study were 38 undergraduate EFL students studying towards a B.A degree in teaching English as a foreign language at Azad University of Dezful, Iran. These participants were about to sit for the final exam of their required course of the oral production of stories, which is normally offered in the third semester of their B.A program. There were 18 male and 30 female students selected from population of 129 students by the results obtained from their responses given to the self-esteem questioner developed by Lui et al. (2005) as a measure of self-esteem.

Technique of Data collection

The procedure of collecting data was chronologically as follows: Questionnaires as a data collection method may be helpful for the research since they can be considered as a time preserving procedure tackling large sections of research. They might be appropriate and trustworthy in specific situations such as the qualitative research with open ended questions. They may also be constraining because there has been an absence of face to face contact which may lead to higher chances of incorrect and incomplete responses. On the other side, to assess the participants' speaking ability at the end of the study, the

researcher used a conventional oral proficiency exam based on the scales supplied by Farhadi et al. (1995), which measured five sub skills of vocabulary, structure, pronunciation, fluency, and comprehensibility. In addition to the interviews have been performed face to face; they included questions. This type of method has enabled the researcher to conduct direct and deep investigation as well as to clarify some responses when needed.

5.3. FINDINGS AND RESULTS

The outcome statistics have been given with an appropriate description. In both the questionnaire and the oral test, data analysis has been explained by offering an explanation of how it was done. The study findings' tables were well-organized and easy to comprehend and they were also detailed in the text. The researchers were specific enough to support the study goal while also being relevant to the research topic. The results were clearly expressed, indicating that the more successful learners regarding the oral communication had higher self – esteem than less successful ones in performing oral communication tasks. To sum up concerning the main question raised in this study one can be safe to conclude that there is a significant relationship between self – esteem and spoken fluency and classroom oral participation. Moreover they claimed that students' self-esteem can influence the students speaking skills.

Part two: Discussion of results and findings

In This part, we attempt to discuss the results and finding of each article. The data collected was meant to validate our hypothesis and fulfill our objectives. Our hypothesis

assumes that the more students of English have trust in their abilities, the more they are likely to enhance their oral performance in the foreign language. Besides, the students' performance in speaking can be fostered when teachers reinforce in their students a positive self-image.

Article A: discussion of results and findings

This article explores the correlation between students 'self-esteem and their speaking competencies It has been mentioned in advance, most of students have high self – esteem and a good speaking skill as well. It could be seen that both of variables are high or increase, so the correlation is positive. Based on the findings, most of students whose self – esteems are very high and high, their speaking scores are good as well. We noted the highest score gained by one of them is 78 of 80. There are 44 students who belong to the level of high self – esteem; meanwhile 16 students are in the low level of self – esteem. The lowest score lays at 41 and there are no students who have very low self – esteem. It could be concluded that the students have high self – esteem and believe in their abilities of doing well during the English lesson, especially in a speaking section. They raise their hand up to get the opportunity answer the teacher's questions; it indicates that they consider themselves of having the ability to speak English. After conducting the speaking test, 42 of total students have good scores in the speaking test, and 20 students have fair scores in the speaking test. It shows that more than a half of total students are categorized into the students who have good speaking competencies. It indicates that most of students utter their speech properly even though few errors still present, they understand the contain they carry out. They are well – prepared and do the exercise before taking the test. Therefore, their English

speaking competencies are good.

The outcomes of the research have been clearly answered our research

question, affirming that there is a correlation between students' self_esteem and their spe

aking achievement, based on the data supplied and after the investigation into this study.

According to the results of the students' questionnaire, the concept of self-

esteem has a significant impact on their oral performance.

The responses reveal that those with strong self_esteem do better throughout the oral ex

pressiveness sessions. First, these responses have bolstered the concept developed in the

background information for this study, namely the impact of self-

esteem on oral performance.

Moreover, the set hypothesis regarding the impact of self_esteem on the growth of a lear

ner's oral performance is correct. As a result, there is substantial proof that learners of

the English language would be more energetic and motivated to perform better in oral

activities if they trusted their own abilities and capacities and had a high level of self-

esteem. The only research question that has not been answered is the affect of teachers'

attitude on students self esteem.

Article B: discussion of results and findings

Primarily based totally at the end result of Pearson product second correlations, it

turned into discovered that there has been a positive and a extensive correlation among

self-esteem and speaking achievement of undergraduate EFL students of English

Education study program at UIN Raden Fatah Palembang (r- .635). The rationalization

to support this finding is that from the start of the first semester the individuals have

been concerned in English speaking practices and assignments or explores to English

speaking materials and interactions from published textbooks, on-line media, English talking environment, and social networks. Brown (2004, p. 142) said that talking includes micro abilities and macro abilities. He defined that micro abilities talk to generating the smaller chunks of language including phonemes, morphemes, words, collocations, and phrasal unit. Other ways, Macro talent contain large factors including fluency, discourse, function, style, cohesion, nonverbal conversation, strategic option, conditions and goals. Also, Richard (2008, p. 20) indicated in designing talking sports or educational substances understand very special capabilities talking plays in day by day conversation and the special functions for which our college students want talking abilities. Furthermore, it is probably due to the fact EFL college students of English Education Study Program of UIN are privy to their vanity performance. They attempted to push themselves to be social person, precise motivation, agree with on their functionality courageous in taking risk, fine attitude, fell self belief and admire approximately one's and others' feeling. The final results of this present study is in settlement with the research of Koosha, Katabi, & Kassaian (2011). They indicated that a tremendous relationship among self- esteem and speaking ability with fluency exerting the maximum influence. Ahour (2015) Also indicated that primarily based totally at the outcomes of Eta test, there has been a tremendous positive association between degree of self-esteem and oral language test scores (Eta= .873). The reasons have been beginners who had better levels of self-esteem had additionally higher presentation withinside the speaking test. Besides, Satriani (2014) confirmed that there has been a strong positive correlation between college students' self-worth and their English language proficiency consisting of speaking ability. Wherefore, college students who've excessive rating in TOEFL, confirmed that they've true self-worth in managing English proficiency check. In component with this present study that non linguistic aspect such

as self-esteem influences students' speaking conversation, presentation and interaction. This study confirmed that maximum of excessive vanity stage reap excellent speaking achievement. Also, in settlement with this present study that scholars implicate the method of leaning speaking isn't short. Students have experienced because the first till the 5th semester. They confronted numerous boundaries however they did not hopeless and blame themselves. It was due to high self-esteem. On the contrary, Dev and Qiqieh (2015) this study could not discover any high-quality relationship among the variables. It indicated that language proficiency (IELTS) has no direct effect at the ADU students' self-esteem ratings and educational achievement (GPA). It turned into precipitated as location of start and the student's mom tongue have been intently related to language proficiency. Furtheremore, Pornsri (1993) determined no relationship between students' self-esteem and communicative ability. It changed into cause Ucheoma (2011, p. 3) defined that Some elements have an effect on the learning and proficiency of a 2nd language are the nature and structure of the first language, culture environment, age, technique of acquisition and the quantity of efforts invested. He claims that the degree of variations and similarity between the mom-tongue and the target language are crucial elements in the studying of a second language.

Second, students' self-esteem stimulated their speaking success. who revel in better levels of self-esteem are more sociable, more risky and extra organized to share their reviews with others irrespective of whether, lexically or grammatically, students high self-esteem produce what may be appeared as correct or trendy or even accurate English (Koosha, Katabi, & Kassaian, 2011, p. 1335). Students who are highly self-esteem in learning English specially in speaking generally have better speaking fulfillment compare to those who have low self-esteem. Another reason, why students' self-esteem

stimulated their speaking fulfillment due to the fact with inside the term of self confidence that is composed a few components along with motivation, self-confidence, shyness, self-evaluation, and sociable gave robust pushing to acquire their speaking successfully. It cased who have tremendous or excessive self-esteem. Other ways, who have low self-esteem commonly cannot success in academic especially in English communicative ability. Septiana, Yufrizal, & Simbolon (2012) discovered that self-esteem has impact on their speaking ability. Since, having low self-esteem, they have been lacking confidence. They felt that they did not have much to be pleased with themselves. Kalanzadeh, ET, al (2013), additionally concluded that it's far relatively that the students' self-esteem affects their oral overall performance with inside the form of spoken English. He argued that not only their self-esteem may have an effect on their overall performance in general and their spoken performance specifically however many different elements such as their motivation, attitudes towards the language they may be going to learn, the context wherein they may be going to master the new language are extraordinarily influential in this regard. Besides Aregu (2013) states that speaking self-esteem was determined to be the best predictor of speaking performance. Because it changed into found to account for 40% of the variances in students' speaking performances. It was reason as students maintained that self-esteem determines to a splendid extent, performances in a given particular task. Interplay with this present study that every degree of self-esteem implicates one-of-a-kind functions, Also, In agreement with this study that self-esteem is important factor which impact speaking with 40,4%. Due to the fact, self-esteem maintained and manage problem in aspect of psychology in speaking overall performance. From the previous findings and interpretations, a few conclusions can be presented. First, all in all students' self-esteem gave considerable correlation to their speaking fulfillment with r- .635. It confirmed

with inside the degree of average correlation. It can be proved that distinctive level of self-esteem gave considerable impact to the students' speaking fulfillment. Second, it is able to be concluded that students' self-esteem gave significant impact on college students overall performance in speaking. It became proven that student's self-esteem gave 40, 4% contribution to their speaking performance. It indicated that one in all non-linguistic aspect had crucial contribution in succession students' speaking achievement. This study may also have a few pedagogical implications for foreign language teachers, course designers, parents, subsequent researchers, and college students.

Article C: discussion of results and findings

The aim of this article was to examine the relation between intermediate EFL students' self_esteem and oral (speaking) skills.Two groups of intermediate EFL Persian students were chosen as survey respondents for this reason.20 students were in the low self-esteem group, while 18 were in the high self-esteem group.Their self-esteem was determined based on their responses to a Liu et al. designed self-esteem scale questionnaire (2005).It was found that there was a high association between both the participants' self_esteem and their oral performance based on the data obtained from their responses to the self_esteem questionnaire and their performance on a standard oral proficiency exam.Based on the findings of this study and various other studies on the subject, foreign language teachers should consider academic self_esteem as a powerful motivating force that can optimize language learning processes and, more importantly, consider improving student self_esteem as one of the primary objectives of language acquisition.The researchers, however, do not claim that the findings of this study are conclusive. To put it another way, when people come to learn a new language in

a foreign context, many other factors, such as motivation, attitudes toward the language they will learn, and the context in which they will master it, may influence their perform ance in general and their   spoken performance in particular. They are going to master the new language are extremely influential in this regard.

Results and findings:

Based on the upshots which obtained through the three articles, the research comes to light with many facts and evidence to prove the correctness of our hypothesis which assumed that there is a significant relationship between self-esteem and speaking skill, in which the self-esteem affect the students‟ performance in the speaking productivity. The second one assumed that the more the English students have high level of self-esteem the more they are better performers and enhance their speaking proficiency in the foreign language. The last hypothesis claimed that students‟ self-esteem can be affected by the teachers‟ attitudes in the classroom. Regarding the teachers 'feedback we inferred that oral expression module is not an easy task for teacher and also for the EFL students but it is a favorable module for them because it based mainly on speaking skill. Furthermore, the different teachers‟ responses demonstrated that oral expression required devoting considerable time for preparation in order not to make the students get bored and make the motivated at the session. Self-esteem is considered as a spirited behavior for effective speaking. Students with high self-esteem succeed in their performance and have the courage to interact in class. By contrast, students with low self-esteem have poor performance. Consequently, they will never improve their speaking. Teachers‟ positive feedback to correct his students is a significant way behind

successful speaking which enhance the students" involvement and stimulation and this in turn enhance their self-esteem.

Summary:

This chapter included a summary as well as critical analyses of the three articles with respect to the title, the introduction, the abstract, the theoretical background, the methodology, the findings and the discussion, the conclusion and implications, and the references. The emphasis of chapter three has been on how the articles have been structured and conducted conforming to the academically recognized and approved research requirements. It can be noted that despite the fact that the three research papers have had some weak points, they have been considered as structured and appropriate according to the academic standards of carrying out an acceptable article. Moreover, this chapter provides extra detailed approximately the gathered data in order to inspect the effects of students' self esteem in their oral performance. The results have proven that self-confidence has a great effect on students' oral performance. Furthermore, college students 'possession of high self – confidence will affect definitely their performance. However, students with low self – confidence will underachieve in their performance. In addition to the teachers' role which is very essential in fostering students' confidence with the aid of using the usage of various methods; praises, rewards, involve verity of materials.

Chapter Four: Conclusion and Recommendations

The purpose of this dissertation was to look into the topic of self-esteem as one of the most essential and effective aspects that affects a student's achievement and performance. To put it another way, our main goals were to see if there was a link between self-esteem and speaking ability, as well as to see if self-esteem influenced students' performance. In addition, our research aims to investigate if EFL students who possess high self-esteem are successful performers than those who have low self-esteem .The obtained results confirmed our hypothesis that there is a positive relationship between self-esteem and oral proficiency. The positive findings revealed in this study show that high level of self-esteem is an important factor in enhancing English language learners' oral productions.

We hypothesized that speaking and self-esteem have a significant relationship in this study. Then, students who highly evaluate themselves and trust in their abilities perform better than others. Also the teachers' attitudes affect the students" self-esteem.

The results have shown that self-esteem is a spirited behavior that students should have for effective speaking. Moreover, students with high self-esteem succeed in their performance and have the courage to interact in class. By contrast, students with low self-esteem have poor performance. Consequently, they will never improve their speaking. Furthermore, teachers" position in promotes the students" self-esteem is pivotal for better accomplishment.

This study demonstrates that in order to improve the quality of their oral production, learners must trust themselves and their abilities; teachers' responsibilities are to create relaxed and friendly situations where the learners can use the target language with confidence; and both teachers and learners should be aware of the importance of high

self-esteem for effective speaking proficiency to take place.

Recommendations:

Based on the finding, the researcher would like to propose recommendations like in the following points:

1- For English teachers:

- The researcher could recommend English teachers to also have a concern on students' affective factors because the speaking ability is not only influenced by students' cognition, but also affective factors.

- Teachers must add an effort on increasing students' affective factors through teaching method, approaches, techniques or learning activities.

- Teachers need to help learners overcome their fear towards speaking the foreign language.

- Teachers must demonstrate to students that speaking is dependent not just on attending oral expression sessions, but also on the usage and practice of the language in the classroom.

- Teachers must motivate students and boost their self-esteem, because students will speak more confidently if they believe their teachers are assisting them in doing so.

2- Recommendations to students:

- Students should be aware that speaking skill is prerequisite skill to be fully

  Proficient in the foreign language.

- Students' preparation and involvement of public speaking techniques for their

  Oral expression presentations minimize their fear and pressure. Public speaking

  , techniques are helpful means to promote students' self-confidence and oral

  Performance.

- Students' practice of the foreign language assist them to be more familiar with

  oral performances. Therefore, they will feel more comfortable and likely to get

  Considerable amount of vocabulary.

- When students trust in their abilities they obviously enhance their oral

  Performance; accordingly, EFL students should always be optimistic and rely

  On their capacities to develop their oral skills.

- If students compare themselves with others, they will despise their abilities and

  Lose the desire to learn the foreign language. Hence, it will be better if students

  are convinced about what they posses.

- We finally hope that our learners will give importance to themselves in speaking

  the foreign language far from fear and shyness because the more they feel

  comfortable while speaking the more they trust themselves to become good

speakers.

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